

**GUIDE FOR
SUBSTITUTE TEACHERS
AND SUBSTITUTE PARAS**

2023-2024



Whitefish Bay
SCHOOL DISTRICT

An Exceptional Place to Learn

**Prepared by the Human Resources Office
1200 East Fairmount Avenue
Whitefish Bay, WI 53217**

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www.wfbschools.com

Welcome to the 2023-2024 School Year

The School District of Whitefish Bay is pleased to have you as a substitute teacher and/or substitute paraprofessional in our district! We consider you a very important part of our educational team. Your services are very important to the educational growth of our students and to the continuity of our high-quality learning programs.

We will do our best to support you in your efforts to serve our students. Our teachers will do their best to leave you thorough and helpful plans. Feel free to contact another teacher close by to give you advice, should you need it. Report difficulties or concerns to the principal of your building at any time during the day.

Please let us know how your days with us are going. If your day goes particularly well, please let us know that, too! You are welcome to call the Human Resources Office at (414) 963-3960 with questions at any time.

Thank you for being part of the *Partnership for Educational Excellence* in the School District of Whitefish Bay!

Sincerely,

Hannah Chin, JD
Human Resources Manager and Associate Legal Counsel

Substitute Information

BACKGROUND INFORMATION

The School District of Whitefish Bay consists of five buildings. The four schools include two K-5 elementary schools, one 6-8 middle school, and one 9-12 high school. The last building is the Lydell Community Center.

<p><u>Cumberland Elementary School</u> 4780 N. Marlborough Drive Whitefish Bay, WI 53211 Telephone: (414) 963-3943 Principal: Jayne Heffron Associate Principal: Rebecca Salomon Administrative Assistant: John Levek School Day 5K-Gr. 5: 7:50 a.m. - 3:00 p.m. School Day 4K: 7:55 a.m. - 10:55 a.m. and 11:55 a.m. - 2:55 p.m. Limited Parking Lot No Cafeteria</p>	<p><u>Richards Elementary School</u> 5812 N. Santa Monica Blvd. Whitefish Bay, WI 53217 Telephone: (414) 963-3951 Principal: Chad Nelson Associate Principal: Katie Petersen Administrative Assistant: Stephanie Haupt School Day 5K-Gr. 5: 7:50 a.m. - 3:00 p.m. School Day 4K: 7:55 a.m. - 10:55 a.m. and 11:55 p.m. - 2:55 p.m. Limited Parking Lot No Cafeteria</p>
<p><u>Whitefish Bay Middle School</u> 1144 E. Henry Clay Street Whitefish Bay, WI 53217 Telephone: (414) 963-6800 Principal: Mike O'Connor Associate Principal: Matt Rose Administrative Assistant: Lisa Cox School Day: 8:05 a.m. - 3:20 p.m. Parking Lot (Very Limited) Cafeteria</p>	<p><u>Whitefish Bay High School</u> 1200 E. Fairmount Avenue Whitefish Bay, WI 53217 Telephone: (414) 963-3958 Principal: Amy Levek Associate Principal: Julie Henningsen Activities Director: Jeff Worzella Administrative Assistant: Kristen Jones School Day: 8:15 a.m. - 3:35 p.m. Parking available at Cahill Park (corner of Marlborough and Fairmount) Cafeteria</p>
<p><u>Lydell Community Center</u> 5205 N. Lydell Avenue Whitefish Bay, WI 53217 Telephone: (414) 963-3947 Director: Carin Keland Administrative Assistant: Katie Hazell Preschool Day: 9:00 a.m. - 11:30 a.m. Limited Parking Lot No Cafeteria</p>	

INSTRUCTION

The instructional program at all grade levels is liberal arts in content, in a traditional classroom setting. Emphasis throughout is on acquisition of a strong set of basic skills, supplemented by electives. A half-day kindergarten program is provided for both four and five year olds. There is also a full day kindergarten program for five-year-olds. The elementary school program offers a wide variety of activities for all students. The format of instruction in grades K-5 is basically the self-contained classroom with some teaming. The middle school is organized around the middle school concepts of academic blocks, electives, exploratory opportunities, and teacher guidance. The program at the high school level reflects both continuation of basic academic courses and a greater diversity of educational experiences

GUIDELINES FOR SUBSTITUTE TEACHERS

1. Report directly to the main office of the school **no later than 20 minutes** before your scheduled substitute job begins. If you cancel a job and it is less than 24 hours before the start time of the assignment, you will need to call the building secretary.
2. Ask the secretary to indicate who you should call in case of emergency. Check the substitute teacher folder in the classroom for information on emergency nursing services in the building.
3. Get the classroom keys and Sub ID Badge from the main office secretary unless other provisions have been made. Be sure to return keys and Sub ID Badge at the completion of your substitute job.
4. The substitute teacher is responsible for performing all the duties of the teaching assignments they are given when they report to the assigned building.
5. Substitute teachers will not be asked to perform secretarial or custodial duties.
6. Substitute teachers are to stay in the building during preparation time unless the building principal gives permission to do otherwise.
7. On rare occasions such as in the case of an emergency, a substitute teacher may be asked to cover a class during their preparation time.
8. Leave a note for the teacher indicating what has been covered from the teacher's lesson plans plus any other work accomplished during the day.
9. Make written comments about students' behavior and/or other concerns when appropriate.
10. Sign all necessary forms before you leave the building at the completion of your substitute day.
11. Leave the room the way you found it.

We appreciate you accepting substitute teacher assignments in the School District of Whitefish Bay.

SUBSTITUTE TEACHER RATE

1. The daily rate is \$140.00 per school day. Substitute teachers are either paid for a whole day or a half day.

Substitute teachers are paid a half-day's wage if they work any part of the half day time frame, e.g., if the substitute teacher is asked to cover the first two morning classes for a high school teacher, the substitute teacher would receive a half day's pay. The substitute teacher would be paid for the whole day if they work a complete half day time frame plus any part of the second half day time frame. e.g., a substitute is called to finish the rest of the day's schedule for a middle school teacher.

2. After a Substitute Teacher accumulates fifteen whole work days during the same school year, the rate changes to \$150.00 a day. Any substitute who served more than fifteen days in the previous school year shall begin at the rate of \$150.00 per day. Assignments for the fifteen days in either case do not have to be in the same position and/or at the same building.
3. Long term substitute assignments are approved through the Human Resources Office. One of the requirements is that the assignment is at a minimum of 20 consecutive days of service with appropriate DPI area certification. The long term sub rate will be paid beginning with first day of the assignment. In the 2023-2024 school year, this daily rate is \$230.00 per whole day worked.

GUIDELINES FOR SUBSTITUTE PARAPROFESSIONALS

1. Report directly to the main office of the school **no later than 20 minutes** before your scheduled substitute job begins. If you cancel a job and it is less than 24 hours before the start time of the assignment, you will need to call the building secretary.
2. Ask the secretary to indicate who you should call in case of emergency.
3. Get the Sub ID Badge from the main office secretary unless other provisions have been made. Be sure to return the Sub ID Badge at the completion of your substitute job.
4. The substitute paraprofessional is responsible for performing all the duties of the para (aide) assignment they are given when they report to the assigned building.
5. Sign all necessary forms before you leave the building at the completion of your substitute day.

We appreciate you accepting a substitute paraprofessional assignment in the School District of Whitefish Bay.

SUBSTITUTE PARAPROFESSIONAL RATE

Substitute Paraprofessionals are paid by the hour. If you have an active Wisconsin DPI teaching license and/or Wisconsin DPI Special Education Program Aide License, the DPI certified rate is \$16.50 per hour.

After a Substitute Paraprofessional accumulates fifteen whole work days during the same school year, the rate changes to \$16.75 per hour. Any substitute who served more than fifteen days in the previous school year shall begin at the rate of \$16.75 per hour. Assignments for the fifteen days in either case do not have to be in the same position and/or at the same building.

Application for Substitute Employment

Substitute teachers and/or substitute paraprofessionals for the School District of Whitefish Bay must complete an annual Release of Information form and provide a copy of their Wisconsin DPI Teaching License to the Human Resources Office. New substitute teachers are required to have a chest x-ray or TB test as a condition of employment. Please contact the **North Shore Health Department (NSHD) at (414) 371-2980** for a schedule of dates and times. Last year, the NSHD charged \$25 for the TB test and the School District does not reimburse the cost. You can also try your local Walgreens or CVS Pharmacy. The District does not reimburse the cost of chest x-ray or TB test.

Wisconsin law requires all employees of Wisconsin public school districts to report suspected child abuse and neglect. To meet the training requirement, the DPI has created a webcast: *Mandatory Reporting of Child Maltreatment-Training for All School Employees*. The webcast can be found at <https://media.dpi.wi.gov/sspw/av/child-maltreatment-part-1/story.html>

After viewing the webcast, please generate a completion certificate (available on the website) and return it to the Human Resources Office as soon as possible.

Substitutes will be required to complete the DPI webcast: *Mandatory Reporting of Threats of School Violence (Act 143)*. **After viewing the webcast, please generate a completion certificate (available on the website) and return it to the Human Resources Office as soon as possible.** The *Mandatory Reporting of Threats of School Violence (Act 143)* webcast can be found at: https://media.dpi.wi.gov/sspw/av/school-violence/story_html5.html.

It is your responsibility to make sure that your DPI teaching certificate does not expire. Substitutes with expired or invalid DPI certificates cannot be given teaching assignments and Frontline (formerly AESOP) will block you.

A list of substitute teachers and substitute paraprofessionals is established each summer for the upcoming school year. Substitute teachers and substitute paraprofessionals from the previous year will be sent a new registration form to be completed. New and continuing substitutes will be added to this list upon completion of the Release of Information form and receipt of a valid Wisconsin DPI teaching license. This list is continually updated throughout the year as new applications are received.

The School District of Whitefish Bay, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1972, the Equal Pay Act, the Age Discrimination in Employment Act of 1967, and the Americans with Disabilities Act, does not discriminate in any of its educational programs or activities, or employment practices, policies, or procedures on the basis of race, creed, color, national origin, ancestry, religion, pregnancy, marital or parental status, sex, handicap, age, physical, mental, emotional, or learning disability, sexual orientation, arrest or conviction record, or any other protected class under state and federal law.

For more information, please review Whitefish Bay School Board Policies. Electronic versions of all School Board policies are accessible through the District's website located on the Board of Education page under School Board Policies/Link and view the Policies tab in BoardDocs®.
<http://www.boarddocs.com/wi/wfbschools/Board.nsf/Public?open&id=policies>.

Substitute Dispatching Procedures

Substitute usage may vary depending on the degree to which illness and professional activity require teachers and/or paraprofessionals to be absent from regular duties. When necessary, a substitute will be engaged to replace an absent teacher and/or paraprofessional. Since teacher and/or paraprofessional absences are unpredictable and fluctuate greatly, it is impossible to predict how many days a substitute will work in any given school year.

The School District of Whitefish Bay uses an automated system “Frontline Absence Management (formerly AESOP)” to fill open positions. This system enables you to log onto their website at app.frontlineeducation.com and look for open positions, call Absence Management at (800) 942-3767 and listen to available assignments, or you can wait until the system calls you. The system will call substitute teachers as early as 5:00 a.m. and as late as 11:00 p.m. ***You can log onto Absence Management using your Frontline I.D. number and password and adjust the times you want the system to call you within this time frame.***

Long-Term Substitutes

A substitute may be assigned to a long-term or potentially long-term assignment by the Human Resources Office in consultation with the principal of the school.

Employment Opportunities

When teaching and/or paraprofessional vacancies occur, consideration is given to the candidacy of both substitutes and outside applicants. Interviews are held when necessary to assist in determining the candidate with the most potential for success in a particular position. Substitute teaching and substitute paraprofessional assignments allow a candidate to demonstrate potential. Often those substitutes with a successful history of substitute assignments are among the candidates who are considered for vacant positions.

Removal from the Substitute Roster

Any substitute teacher and/or substitute paraprofessional may be removed from the substitute list and become ineligible for assignment as a result of unsatisfactory performance, or when there are repeated absences or refusal to accept assignments. These substitutes will be notified by the Director of Human Resources of their removal from the substitute roster.

Payroll Information

Sub teachers shall be paid at the rate of \$140.00 per school day. After fifteen (15) accumulated days during the same school year, the rate changes to \$150.00 per day. Any substitute who served more than fifteen days in the previous school year shall begin at the rate of \$150.00 per day. Assignments for the fifteen days in either case do not have to be in the same position.

Long term substitute teaching assignments are approved through the Human Resources Office. One of the requirements is that the assignment is at a minimum of 20 consecutive days of service with appropriate DPI area certification. The long term sub rate will be paid beginning with first day of the assignment. In the 2023-2024 school year, this daily rate is \$230.00.

- Substitute teachers are paid a half-day's wage if they work any part of the half day time frame. The substitute teacher would be paid for the whole day if he/she works a complete half-day time frame plus any part of the second half day time frame. (At the middle school, a full day is nine periods. At the high school, a full day is five periods.) Substitutes who are asked to teach additional periods beyond the full day equivalent will be compensated for each additional period(s).
- Certified Substitute Paraprofessionals are paid by the hour. If you have an active Wisconsin DPI teaching license and/or Wisconsin DPI Special Education Program Aide License, the DPI certified rate is \$16.50 per hour.

After a Substitute Paraprofessional accumulates fifteen whole work days during the same school year, the rate changes to \$16.75 per hour. Any substitute who served more than fifteen days in the previous school year shall begin at the rate of \$16.75 per hour. Assignments for the fifteen days in either case do not have to be in the same position and/or at the same building.

Pay Dates

Substitute teachers and substitute paraprofessionals will be paid on a biweekly basis. Checks are mailed to your home address. Time slips go to the school secretaries every Friday and are then forwarded to the Payroll Department in the Business Office. Pay dates are listed below.

Check Dates		Pay Period		Notes
Month	Date (Thurs)	Start Date	End Date	
July 2023	6	6/11/2023	6/24/2023	
	20	6/25/2023	7/8/2023	
August 2023	3	7/9/2023	7/22/2023	
	17	7/23/2023	8/5/2023	
	31	8/6/2023	8/19/2023	
September 2023	14	8/20/2023	9/2/2023	
	28	9/3/2023	9/16/2023	
October 2023	12	9/17/2023	9/30/2023	
	26	10/1/2023	10/14/2023	
November 2023	9	10/15/2023	10/28/2023	
	22	10/29/2023	11/11/2023	Wednesday pay date due to Thanksgiving Holiday
December 2023	7	11/12/2023	11/25/2023	
	21	11/26/2023	12/9/2023	
January 2024	4	12/10/2023	12/23/2023	
	18	12/24/2023	1/6/2024	
February 2024	1	1/7/2024	1/20/2024	
	15	1/21/2024	2/3/2024	
	29	2/4/2024	2/17/2024	
March 2024	14	2/18/2024	3/2/2024	
	28	3/3/2024	3/16/2024	
April 2024	11	3/17/2024	3/30/2024	
	25	3/31/2024	4/13/2024	
May 2024	9	4/14/2024	4/27/2024	
	23	4/28/2024	5/11/2024	
June 2024	6	5/12/2024	5/25/2024	
	14	N/A	N/A	
	20	5/26/2024	6/8/2024	

Questions: Whom Do I Call?

1. Frontline Absence Management, <https://app.frontlineeducation.com> (800) 942-3767
2. Human Resources Office..... (414) 963-3960
 - If you have questions regarding continuing employment
 - If you have any questions regarding your qualifications for substitute teaching areas
 - If you have any questions regarding substitute paraprofessional opportunities
 - If you need to change address, phone number, or days of availability
 - If you need to update your emergency contact information
 - Frontline Absence Management System (formerly AESOP) questions or access
3. Payroll Department (in the Business Office) (414) 963-3987
 - If you have questions regarding pay rates
 - If you need to change any personal information such as address, deductions, etc.
 - If you have questions related to your paycheck
4. Main Office at Each Building
 - High School..... (414) 963-3958
 - Middle School..... (414) 963-6800
 - Cumberland Elementary School (414) 963-3943
 - Richards Elementary School.....(414) 963-3951
 - Lydell (414) 963-3947
 - If you have questions about a specific assignment
 - If you have encountered any problems during a specific assignment
 - If you need to contact the regular teacher

General Information & Suggestions

DISTRICT EXPECTATIONS:

A substitute teacher and/or substitute paraprofessional should be able to assume all of the duties and responsibilities of the regular teacher and/or paraprofessional in a given day. Long-term substitutes may also be required to participate in staff meetings, teacher committees, parent conferences, etc.

Substitutes are expected to serve the same work schedule as the regular teacher and/or regular paraprofessional on any day on which they are assigned.

SCHOOL EXPECTATIONS FOR SUBSTITUTE TEACHERS:

The substitute teacher has numerous responsibilities upon arrival at the school.

1. You should make every effort to be **on time** to your school, allowing time to report to the school office to receive an **ID badge** and to get to your classroom to review plans for the day before students arrive. Please return the badge at the end of your day.
2. Report to the school office to ask for instructions, ID badge, room assignment, and lesson plans.
3. **Locate the folder** prepared for the use of the substitute teacher. It should include the daily program, seating charts, fire drill instructions, and special duties for specific days.
4. **Carry out the lesson plans**, classroom routines, and directions left by the classroom teacher.
5. **Assume the regular teacher's routine responsibilities** for activities such as collecting fees, distributing supplies, recording pupil absences, etc.
6. Assume the regular teacher's responsibility for **supervision** of pupils in the building and on the school grounds. If the regular teacher is assigned a supervision assignment for the day, the substitute is required to fulfill this duty.
7. If **discipline** problems arise which you are not able to manage, a building administrator should be contacted immediately for assistance via the classroom phone. Physical force is **never** to be used to discipline a student.
8. Accidents, illnesses, the administration of medication, or other emergencies should be referred to the school clinic (health office). Health aides are available at Richards, Cumberland, the Middle School, and the High School. The District Nurse (RN) is available to serve all buildings with the home location at WFB High School.
9. Become completely familiar with all the school routines, particularly emergency, safety, and fire procedures.

10. **Leave a clear, brief written summary of the day for the regular teacher when the substitute assignment is completed (this can be done using the Frontline Absence Management system).**
 - Provide brief information on material covered in classes
 - List assignments given
 - Accurate attendance information for each period of the day
 - Notes on any problems that occurred (can be entered in the Frontline Absence Management system – formerly AESOP)
 - If appropriate, student assignments should be corrected

SCHOOL EXPECTATIONS FOR SUBSTITUTE PARAPROFESSIONALS:

The substitute paraprofessional has numerous responsibilities upon arrival at the school.

1. You should make every effort to be **on time** to your school, allowing time to report to the school office to receive an **ID badge** and to get to your classroom to review plans for the day before students arrive. Please return the badge at the end of your day.
2. Report to the school office to ask for instructions, ID badge, room assignment, and lesson plans.
3. **Carry out the plans** and directions left by the regular paraprofessional as well as directions given by teacher you work with and/or building administration.
4. **Assume the regular paraprofessional's routine responsibilities** for the substitute assignment.
5. Assume the regular paraprofessional's responsibility for **supervision** of pupils in the building and on the school grounds. If the regular paraprofessional is assigned a supervision assignment for the day, the substitute is required to fulfill this duty.
6. If problems arise, a building administrator should be contacted immediately for assistance via the classroom phone. Physical force is **never** to be used to discipline a student.
7. Accidents, illnesses, the administration of medication, or other emergencies should be referred to the school clinic (health office). Health aides are available at Richards, Cumberland, and the Middle School. An RN is at the High School.
8. Become completely familiar with all the school routines, particularly emergency, safety, and fire procedures.
9. **Leave a clear, brief written summary of the day for the regular paraprofessional when the substitute assignment is completed (this can be done using the Frontline Absence Management system, formerly AESOP).**
 - Provide brief information on material covered in classes
 - List assignments given

- Notes on any problems that occurred (can be entered in the Frontline Absence Management system)

SUBSTITUTE EXPECTATIONS:

A substitute teacher may reasonably expect that the regular classroom teacher will:

- ✓ leave clear and specific instructions of the learning program and of classroom management routines for each class or subject (may be left in Frontline Absence Management);
- ✓ leave an accurate list of pupils for attendance and for pupil identification.

A substitute teacher and/or substitute paraprofessional may also reasonably expect that the school administrator will:

- ✓ monitor the classroom to ensure that positive and orderly learning is taking place;
- ✓ ensure that the substitute is made welcome to the school, knows where the teacher services are located, and is aware of the basic rules and organization of the school;
- ✓ inform the substitute directly if that person is not fulfilling the role of the substitute teacher.

USE OF PERSONAL ELECTRONIC DEVICES:

Staff are not allowed to use cell phones during any instructional time. Cell phones should also not be used in hallways and corridors where they can be viewed by students.

Electronic Device Expectations in all buildings- Please review WFB Board Policies and Rules:

Policy and Rule 363.2 Responsible, Acceptable, and Safe Use of Technology Resources

Policy and Rule 443.5 Student Use of Personal Electronic Devices

Each building has specific rules for students regarding the use of personal electronic devices.

Elementary Schools:

Technology resources provided by the School District are for educational purposes only. Acceptable uses are those which support the District mission.

Remember that you set the tone for the day. The initial impact of the substitute teacher is the key factor in successful classroom management. Self-confidence, initiative, and resourcefulness as well as patience, honesty, and enthusiasm are some necessary prerequisites.

The District emphasizes to all users that access to the technology system is a privilege not a right; and the user will be held responsible for his/her actions on the technology system. Inappropriate use of electronic information resources can be a violation of local, state, and federal laws and lead to prosecution under those laws.

Students failing to abide by the Appropriate Use Policy may lose network/computer privileges and experience consequences that may arise from violations of normal school rules, up to and including expulsion.

Middle School:

The use of electronic communication devices (ECDs) is only permitted when predetermined by the administration or teachers to be for educational purposes. Students are generally prohibited from using or displaying in plain sight electronic communication devices (ECDs) including, but not limited to, cell phones, pagers and recording devices during the school day, in school buildings and vehicles, and at all school sponsored activities. Such devices should be turned off during these times. However, the School District of Whitefish Bay recognizes the value these devices may have in the educational setting. Educational use is subject to individual teacher discretion and may include use in classrooms, study halls, student commons and the media center. Students are not allowed to use ECDs in the cafeteria or hallways during school hours. Such possession or use of an ECD may not, in any way:

- Disrupt the educational process in the School District
- Endanger the health or safety of the student or anyone else
- Invade the rights of others at school
- Involve illegal or prohibited conduct of any kind
- Be used to photocopy or transmit any assessment or testing materials
- Be a tool to cyber bully others

Possession of a cellular telephone or other ECD by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege. Teachers will deal with minor infractions (phone accidentally left on and it rings for example) at their discretion. Repeated infractions or outright violations of this policy may result in disciplinary action against the student, up to and including expulsion depending on the severity or frequency of the violation. Please contact the Middle School Office for the tiered disciplinary response for major infractions for misuse of an electronic device.

High School:

STUDENT USE OF PERSONAL ELECTRONIC DEVICES (see Board Policy 443.5)

RATIONALE

With the unending advancement of digital technology, there is opportunity to advance student learning through its use. On the other hand, digital technology may also be used in ways that detract from student learning, academic integrity, and positive student interaction.

RULES

During instructional time, (bell to bell for periods 1-7) students may only use digital technology devices, including cell phones, available to them (either personally owned or school provided) for purposes pre-authorized by the teacher. Devices such as apple watches, Fitbits, etc. that can send and receive messages are prohibited at school. Earbuds and Headphones are allowable during ISHP/Lunch only, and must be out of sight during all other times. Cell phones may never be used (before, during, or after school) in a locker room, restroom, or other places where privacy is expected. Cell phones may not be used during emergency drills.

The District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.

ENFORCEMENT

In all learning environments or instructional spaces, students will be required to place their phone in a designated storage space (pocket/bin) for the duration of each class period (start bell to end bell). If a student is found using a cell phone without authorization, the student must surrender their phone to staff without objection or hesitation, doing so would result in an additional referral for insubordination.

See High School Office for follow-up regarding infraction.

Confidentiality

As a substitute in our District, you may encounter a range of experiences that give you access to confidential information regarding students or programs. We ask that you respect confidentiality at all times.

Be careful to take special note (and care!) of the following kinds of things:

- Student records such as grade books, report cards, folders, portfolios
- Student work of any kind
- Teachers' lesson plans
- Notes on students with special learning or behavioral plans

All such things are confidential, and are not to be discussed with anyone outside the school.

Be respectful, responsive, yet circumspect if parents ask you certain kinds of questions

“How is my student doing?” or “What unit is the class on in math?” or “Are the students in this class well-behaved?” ***Unless you are a long-term sub***, these are questions that are probably best left for the regular classroom teacher to address. We encourage you to respond with “I’ll leave a note for Mr. or Mrs. _____ with your question—I’m sure she/he’ll be glad to get back to you.”



CONFIDENTIAL

**Remember: Most things that take place regarding any individual student are
*CONFIDENTIAL.***

Suggestions for Classroom Management

1. As a substitute, you can help set the stage for a successful experience by being prompt, neat, patient, honest, flexible, enthusiastic, and accepting.
2. The initial impact of the substitute teacher and/or substitute paraprofessional is a key factor in successful classroom management. Self-confidence, self-knowledge, initiative, and resourcefulness are necessary for a successful substitute experience.
3. Before the class arrives, review the day's schedule and become familiar with related activities. When the students arrive, introduce yourself and write your name on the board. Try to call students by their names. This tends to prevent problems. Use a seating chart and/or name tags to help you remember the student's names.
4. Teach what the regular teacher asked you to cover and keep the students busy with that subject matter for the entire period scheduled. If you do not understand the notes left by the regular teacher, ask for help from another teacher who teaches the same grade or subject.
5. Problems are less likely to develop if the content of instruction is worthwhile and is presented in an interesting manner.
6. Discipline is based on mutual understanding through honest, open communication.
7. If discipline problems arise which you are unable to manage, the principal should be contacted immediately for assistance.
8. Emergencies can arise in any situation, no matter how well managed. These should be referred to the school office.
9. Wisconsin law requires that all public school students be given the opportunity to stand and recite the Pledge of Allegiance or listen to/sing the National Anthem on a daily basis. No student, however, can be compelled to participate in either of these activities. Consequently, while all students must refrain from any distracting behavior during the Pledge recitation or National Anthem playing/singing, students may choose to refrain from participating in either of these activities.
10. Good communication between you and the regular teacher is essential to the students' continuity of learning. ***You should provide the regular teacher with a narrative of each day's accomplishments by leaving a written summary using the Frontline Absence Management system (formerly AESOP).***

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

The second goal of the School District of Whitefish Bay's focus plan is, "Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being."

In order to address this goal, each school building has implemented a Positive Behavioral Interventions and Supports (PBIS) plan. PBIS will provide consistent expectations for student behavior which has been shown to have a positive impact on student achievement. PBIS information is provided on each school's web site or information can be provided by request at the building's Main Office.

PBIS @ Cumberland Elementary School

- Be respectful
- Be responsible
- Be safe

PBIS @ Richards Elementary School

- Be respectful and kind
- Be responsible
- Be safe

PBIS @ Whitefish Bay Middle School

- Respect
- Responsibility
- Perseverance
- Integrity

PBIS @ Whitefish Bay High School

- Respect
- Responsibility
- Integrity
- Perseverance

School Start and End Times

**PLEASE REPORT and REMAIN PRESENT
for the TEACHER WORK DAY**

School	Sub Teacher Work Day	Pupil Day
Whitefish Bay High School 1200 E. Fairmount Avenue Whitefish Bay, WI 53217 (414) 963-3928 Amy Levek, Principal Julie Henningsen, Associate Principal Jeff Worzella, Activities Director	8:00 – 3:45	8:15 – 3:35
Whitefish Bay Middle School 1144 E. Henry Clay Street Whitefish Bay, WI 53217 (414) 963-6800 Mike O’Connor, Principal Matt Rose, Associate Principal	7:50 – 3:30	8:05 – 3:20
Cumberland Elementary School 4780 N. Marlborough Drive Whitefish Bay, WI 53211 (414) 963-3943 Jayne Heffron, Principal Rebecca Salomon, Associate Principal	7:35 – 3:10	7:50 – 3:00
Richards Elementary School 5812 N. Santa Monica Blvd. Whitefish Bay, WI 53217 (414) 963-3951 Chad Nelson, Principal Katie Petersen, Associate Principal	7:35 – 3:10	7:50 – 3:00

NOTE: Substitute teachers and substitute paraprofessionals will receive the time period for sub duties/coverage through the Frontline Absence Management system.

PARKING

Although there is very limited parking space at Richards, Cumberland and the Middle School, you may park in school parking lots in undesignated areas at these schools. **DO NOT** park in reserved spaces, (e.g., itinerant, VIP, etc.) or handicapped spaces, or you WILL be ticketed. Also, **DO NOT** park in the High School parking lot or you will be ticketed. Adjacent curbside parking and the parking lot is restricted to permanent staff with posted stickers. Parking in Whitefish Bay is limited and in many cases restricted to 1-2 hours. The staff parking lots cannot accommodate all staff vehicles. Please be particularly observant of posted time zones.



Village of Whitefish Bay Street Map

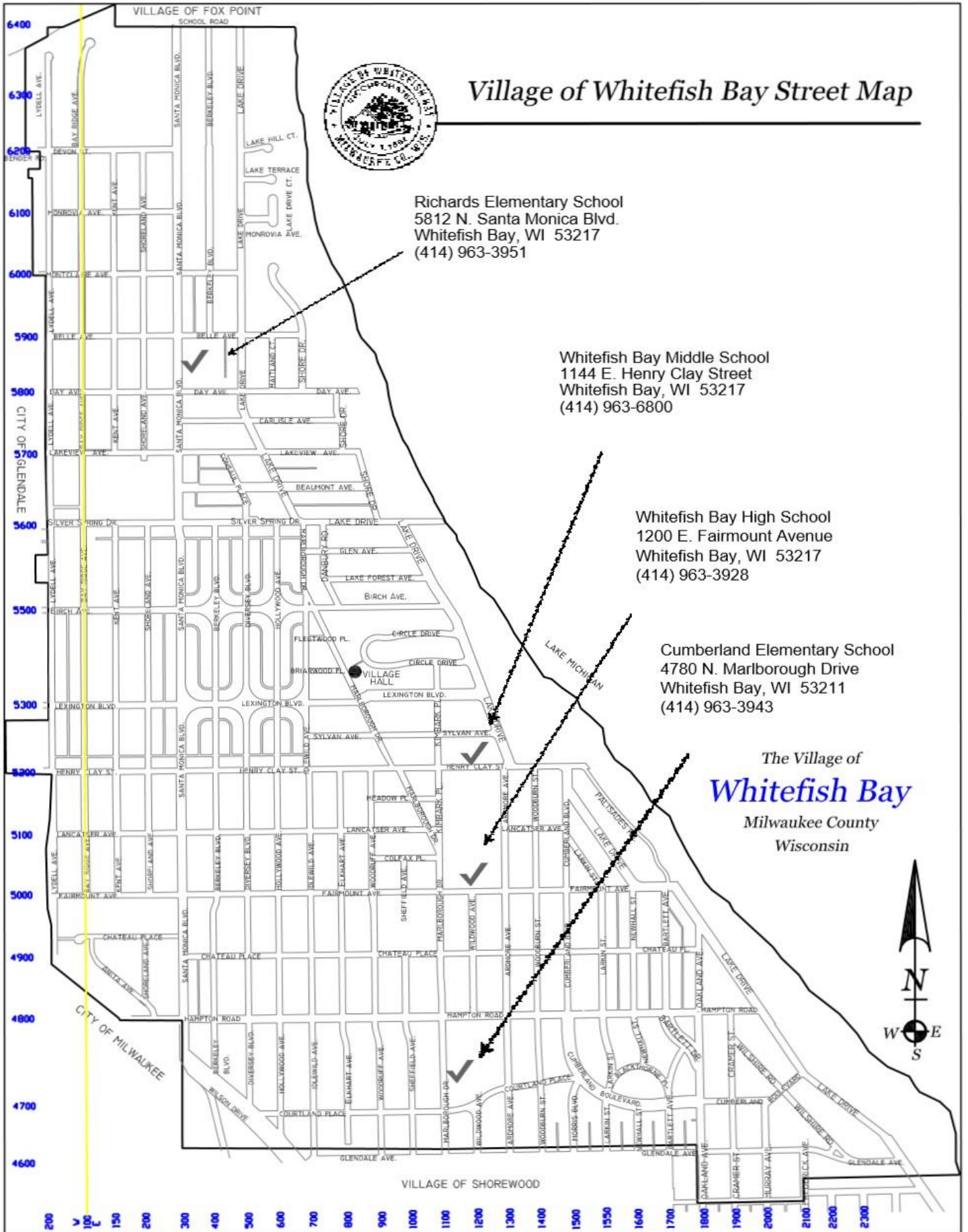
Richards Elementary School
5812 N. Santa Monica Blvd.
Whitefish Bay, WI 53217
(414) 963-3951

Whitefish Bay Middle School
1144 E. Henry Clay Street
Whitefish Bay, WI 53217
(414) 963-6800

Whitefish Bay High School
1200 E. Fairmount Avenue
Whitefish Bay, WI 53217
(414) 963-3928

Cumberland Elementary School
4780 N. Marlborough Drive
Whitefish Bay, WI 53211
(414) 963-3943

The Village of
Whitefish Bay
Milwaukee County
Wisconsin



Substitute Record Sheet

WHITEFISH BAY SCHOOLS

The district strongly urges you to keep an accurate personal log of your substitute assignments in Whitefish Bay.

School	Date(s)	Absent Teacher/Para	Total Days

Substitute Record Sheet

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IMPORTANT AUGUST DATES
 August 29 New Student/Parent Meeting 6:20-7:00pm (HS)
 August 30 Meet the Teachers 6:00-6:00pm (ES and MS)
 August 30 Meet the Teachers 6:30-7:30pm (HS)
 August 31 Meet and Greet 6:00-6:00pm (MS)

STAFF CALENDAR 2023-2024

B- BLT Meeting (1st Tuesday of each month)		D- Department Meeting (2nd Tuesday of each month)		S- Staff Meeting (3rd Tuesday of each month)		PL- Professional Learning	
*Assessment Dates - Found on Staff Website on Staff Resources page (link entitled "Assessment Calendar") ☉ No School ★ First Day of School □ Prep for Success(Elementary) ⚙️ Early Dismissal Times: CU & RI 11:30am, MS 11:40am, HS 12:09pm 📅 Professional Learning/Classroom Workday/Clerical/Conferences							
AUGUST 2023							
S	M	T	W	R	F	S	DAY EVENT
		1	2	3	4	5	18 Collaboration Coaches Mtg (8-4)
6	7	8	9	10	11	12	21-23 New Teacher Orientation Week
13	14	15	16	17	18	19	29 Professional Learning
20	21	22	23	24	25	26	30 Classroom Workday
27	28	29	30	31			31 Faculty Workshop
SEPTEMBER 2023							
S	M	T	W	R	F	S	DAY EVENT
					★ 2	1	1 First Day- MS
3	☉ 5a	6	★ 8	9			1 First Day 9th All Day/ 10th-12th Noon Start
10	11	12b	13	14	15	16	1,5-6 Prep for Success 4K-5th
17	18	19a	20	21	☉ 23	4	4 No School- Labor Day
24	☉ 26	27	28	29	30	7	7 First Full Day Elementary
						22	22 Professional Learning AM-PL/PM Collaboratory
						25	25 No School
OCTOBER 2023							
S	M	T	W	R	F	S	DAY EVENT
1	2	3a	4	5	6	7	23 Early Dismissal
8	9	10b	11	12	13	14	23 Clerical/Conferences (4 hrs)
15	16	17a	18	19	20	21	26 Conferences (8 hours)
22	23	24	☉ 25	☉ 26	☉ 27	28	27 Professional Learning
29	30	31					AM- Collaboratory
							PM - Conferences Comp
NOVEMBER 2023							
S	M	T	W	R	F	S	DAY EVENT
			1	2	3	4	3 1st Quarter Ends (HS/MS)
5	6	7a	8	9	10	11	22-24 No School-Thanksgiving Holiday
12	13	14b	15	16	17	18	27 Professional Learning
19	20	21	☉ 22	☉ 23	☉ 24	25	AM- PL PM- Collaboratory
26	☉ 28a	29	30				
DECEMBER 2023							
S	M	T	W	R	F	S	DAY EVENT
					1	2	22-29 No School- Winter Break
3	4	5a	6	7	8	9	
10	11	12b	13	14	15	16	
17	18	19a	20	21	☉ 23		
24	☉ 25	☉ 26	☉ 27	☉ 28	☉ 29	30	
31							
JANUARY 2024							
S	M	T	W	R	F	S	DAY EVENT
	☉ 8	☉ 9a	3	4	5	6	1-2 No School- Winter Break
7	8	9a	10	11	12	13	1 No School-New Year's Day- Holiday
14	☉ 15	16b	17	18	19	20	15 MLK Day- AM - PL / PM - Collaboratory
21	22	23a	24	25	☉ 27		19 2nd Quarter Ends (HS)
28	☉ 30	31					23-26 Final Exams (HS)/ 26 1st Sem Ends
							26 Early Dismissal (CU/RI/MS)/ PM Clerical
							29 Classroom Workday
FEBRUARY 2024							
S	M	T	W	R	F	S	DAY EVENT
					1	2	23 Professional Learning
4	5	6a	7	8	9	10	AM- PL / PM- Collaboratory
11	12	13b	14	15	16	17	26 No School
18	19	20a	21	22	☉ 24		
25	☉ 27	28	29				
MARCH 2024							
S	M	T	W	R	F	S	DAY EVENT
					1	2	12 Asynchronous Day for HS Students
3	4	5a	6	7	8	9	21 AM- Professional Learning
10	11	12b	13	14	15	16	PM- Conferences
17	18	19a	20	☉ 21	☉ 23	22	22 AM- Clerical/PM- Conference Comp
24	☉ 25	☉ 26	☉ 27	☉ 28	☉ 30	23-29	23-29 No School- Spring Break
31							
APRIL 2024							
S	M	T	W	R	F	S	DAY EVENT
	☉ 2a	3	4	5	6	1	1 No School- Spring Break
7	8	9b	10	11	12	13	5 3rd Quarter Ends (MS/HS)
14	15	16a	17	18	19	20	10 Asynchronous Day for HS Students
21	22	23	24	25	26	27	29 Professional Learning
28	☉ 30						AM- PL / PM- Collaboratory
MAY 2024							
S	M	T	W	R	F	S	DAY EVENT
				1	2	3	24 Early Dismissal
5	6	7a	8	9	10	11	PM- Collaboratory
12	13	14b	15	16	17	18	27 No School- Memorial Day Holiday
19	20	21a	22	23	☉ 25		
26	☉ 28	29	30	31			
JUNE 2024							
S	M	T	W	R	F	S	DAY EVENT
						1	11-14 Final Exams (HS)
2	3	4	5	6	7	8	14 Last Day of School- Early Dismissal
9	10	11	12	13	☉ 15	14	14 PM- Clerical
16	17	18	19	20	21	22	Summer School (M-TH, June-July)
23	24	25	26	27	28	29	Staff Days= 188 plus 3 Holidays
30							Student Days= 177

CUMBERLAND ELEMENTARY | RICHARDS ELEMENTARY | WHITERISH BAY MIDDLE SCHOOL | WHITERISH BAY HIGH SCHOOL | LYDELL COMMUNITY CENTER

An Exceptional Place to Learn

Whitefish Bay School District

Special Education Services

MISSION

The Whitefish Bay School District Special Education Department's mission is to work collaboratively with parents, staff, and community to assure students who receive special education services are able to achieve life goals with confidence and independence in all areas of development: academic, behavioral, emotional, physical, self-advocacy, and social.

VISION

Empower students to attain the knowledge, skills, and character necessary to thrive in a changing global society through purposeful collaboration, advocacy, and uncompromising standards in all areas of development. This is achieved within an environment of innovative teaching and learning, community engagement, and student ownership.

WE VALUE:

- Working in Collaboration, taking a team approach to our work.
- Developing the Whole Child, academically, socially, emotionally.
- Being Student-Centered, committed to meeting the needs of all students.
- Excellence in Practice dedicated to high quality, innovative, and inclusive practices.
- Open & Honest Communication with all stakeholders.

Inclusion in the Whitefish Bay School District is...a universally designed learning/school community where all students are full members working toward common standards within the same curricular topic, through the use of flexible structures and places where each student is progressing with individual resources.

INDIVIDUAL EDUCATION PROGRAM (IEP)

Please refer to each student's Individual Education Program (IEP) snapshot/ overview. Each student has an individualized program with educational specific goals. Please consult with the student's case manager for information pertaining to the specialized instruction, strategies, and supports they receive.

SECTION 504

"Section 504 of the Rehabilitation Act of 1973 is a civil rights statute that provides protection from discrimination for individuals with disabilities. Under this statute, all school districts receiving federal financial assistance must provide appropriate educational services designed to meet the individual needs of these students to the same extent that the needs of students without disabilities are met.

The U.S. Department of Education, Office for Civil Rights allows school districts to determine their own procedures for evaluating student eligibility under Section 504, as long as the procedures are aligned with the requirements specified in the Section 504 regulatory provision at 34 C.F.R. §104.35. **The School District of Whitefish Bay has adopted the IEP team process under IDEA as the sole procedure used to address eligibility and service issues for students suspected of having a disability under either IDEA or Section 504.** All students with suspected disabilities are provided with a comprehensive evaluation to determine their eligibility status under both laws. Please refer to *Special Education in Plain Language: User-friendly Handbook on Special Education Laws, Policies and Practices* in Wisconsin, available at www.specialed.us/pl-07/pl07-icppro.html

Accordingly, the building principal or designee (e.g., school psychologist, school counselor) shall assume the role of the 504 building coordinator and will assure that the development and implementation of 504 Plans are accomplished as required. The 504 building coordinator also is responsible for assuring the timely transfer of information related to each student's eligibility status and the content of his/her 504 plan to all appropriate personnel. Assuring that all staff members are fully informed of the unique educational needs of the students with whom they currently work, and transferring this information to receiving schools as students move from grade to grade, will maintain the effectiveness of the interventions and services provided through 504 Plans.

If you have a student with a Section 504 Plan, you will need to please review the plan and consult with your building principal, counselor, and/or psychologist if you have questions pertaining to accommodations."

See School Board Policy 342.40 for additional information.

Tips, Tools & Strategies for the Substitute Teacher

Potential Web Resources

- www.teachers.net
- www.lessonplanspage.com
- www.puzzlemaker.com
- <http://subed.usu.edu>
- www.ldonline.org
- www.dpi.state.wi.us
- www.brainpop.com
- <http://home.edweb.net>
- <http://www2.ed.gov/teachers/become/about/survivalguide/index.html>
- School District Websites

Professional Substitute Teacher Checklist

At Home

- _____ Compile a set of note cards containing pertinent information about the schools where you may be assigned.
- _____ Keep a notebook and pen by the phone you use to answer early morning calls.
- _____ Assemble a Super SubPack. Keep it well stocked and ready.
- _____ Organize several appropriate substitute teacher outfits in a section of your closet.
- _____ Answer the phone yourself.
- _____ Leave early enough to arrive at school at least 20 minutes prior to the beginning of school

Prior to Entering the Classroom

- _____ Report to the principal or the office.
- _____ Ask about student passes, playground rules, bus duty, and lunch procedures.
- _____ Ask if there will be any special duties associated with the permanent teacher's assignment.
- _____ Find out how to refer a student to the office.
- _____ Ask if any children have medical problems.
- _____ Obtain necessary keys.
- _____ Ask how to report students who are tardy or absent.
- _____ Find the locations of restrooms, the teachers' lounge, and other important places in the school.
- _____ Introduce yourself to the teachers on both sides of your classroom.

In the Classroom Before School

- _____ Enter the classroom with confidence and your Super SubPack.
- _____ Put your name on the board.
- _____ Review the classroom rules.
- _____ Locate and review the school evacuation map.

- _____ Read through the lesson plans left by the permanent teacher.
- _____ Locate books, papers, and materials which will be needed throughout the day.
- _____ Study the seating chart and if you can't find one get ready to make your own.
- _____ When the bell rings, stand in the doorway and greet students as they enter the classroom.

Throughout the Day

- _____ Greet students at the door and get them involved in learning
- _____ Carry out the lesson plans and assigned duties to the best of your ability.
- _____ Improvise using the materials in your Super SubPack to fill extra time, enhance activities, or supplement sketchy lesson plans as needed.
- _____ Be fair and carry out the rewards and consequences you establish.
- _____ Be positive and respectful in your interactions with students and school personnel.

At the End of the Day

- _____ Make sure all classroom sets are accounted for.
- _____ Challenge students to recall projects and topics they have studied that day.
- _____ Remind students of homework.
- _____ Have students straighten and clean the area around their desks.
- _____ Complete a "Substitute Teacher Report" for the permanent teacher.
- _____ Neatly organize papers turned in by students.
- _____ Close windows, turn off lights and equipment, and make sure the room is in good order, before you lock the door.
- _____ Turn in keys and any money collected at the office.
- _____ Thank individuals who provided assistance during the day.
- _____ Check to see if you will be needed again the next day.

Super SubPack

A Super **SubPack** is like an emergency preparedness kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. The contents of a Super **SubPack** can be organized into four categories: Personal and Professional Items, Classroom Supplies, Rewards and Motivators, and Activity Materials. The specific contents of your SubPack will be personalized to fit your teaching style and the grade levels you most often teach.



SubPack Container

When selecting a container for your **Super SubPack**, choose one that is easy to carry, large enough to hold all of your supplies, has a secure lid or closure device, and looks professional.

Super SubPack Contents

Most of the suggested **Super SubPack** contents listed on the following page are self-explanatory. The following is a brief explanation of some of the not-so-obvious items:

Bookmarks: Bookmarks are a fun lesson extension that can be used with any reading activity.

Clipboard: Carrying a clipboard will provide quick access to a seating chart, the roll, and anecdotal records, as well as convey a sense of authority.

Disposable Gloves & Plastic Bags: Whenever you encounter blood or bodily fluid you should wear disposable gloves to help safeguard against many of today's medical concerns. A plastic bag can be used in an emergency when you must dispose of items exposed to blood or bodily fluids.

Estimation Jar: Estimation jars are great motivators for students to behave appropriately and complete assignments efficiently so they can earn guessing tickets.

Mystery Box: Place a common item such as a toothbrush or piece of chalk in a small box. Allow students to lift, shake, smell, and otherwise observe the box throughout the day. At the end of the day, have students guess what is in the box and award a small prize to the student who identifies the contents correctly.

Newspaper: A newspaper can be used as the basis for a story starter, spelling review, current events discussion, and a host of other activities.

Props: A puppet, magic trick, or even a set of juggling props can capture student interest. Props provide great motivation to complete assignments in order to participate in, learn more about, or see additional prop-related activities.

Tangrams: Tangrams are geometric shapes that can be used as filler activities, as well as instructional material to teach shapes and geometry.

Tickets: Tickets are a great way to reward students for appropriate behavior. Students can use tickets to enter an end of the day drawing or redeem them for special privileges and prizes.

Suggested Contents For Your Super SubPack

Classroom Supplies

- ✓ Crayons
- ✓ Rubber bands
- ✓ Markers and/or colored pencils
- ✓ Labeled ball-point pens (red, blue, black)
- ✓ Pencils and small pencil sharpener
- ✓ Transparent and masking tape
- ✓ Scissors
- ✓ Glue Sticks
- ✓ Paper clips, staples, a small stapler
- ✓ Post-it Notes® (various sizes and colors)
- ✓ Ruler
- ✓ File Folders
- ✓ Calculator
- ✓ Lined and blank paper
- ✓ Name tag materials (address labels or masking tape will work)

Rewards/Motivators

- ✓ Candy
- ✓ Mystery Box
- ✓ Tickets
- ✓ Certificates
- ✓ Stickers
- ✓ Stamp and Ink Pad
- ✓ Privilege Cards (get a drink, first in line, etc.)



Personal/Professional

- ✓ Clipboard
- ✓ Substitute Teacher Report
- ✓ District information (maps, addresses, phone numbers, policies, starting times, etc.)
- ✓ Coffee mug or water bottle
- ✓ Whistle (useful for P.E. and playground duty)
- ✓ Small package of tissues
- ✓ Snack (granola bar, pretzels, etc.)
- ✓ Individualized Hall Pass
- ✓ Small bag or coin purse for keys, driver's license, money (enough for lunch), and other essential items. Do not bring a purse or planner with a lot of money, checks, and credit cards (there may not be a secure place to keep it).
- ✓ Band-aids
- ✓ Small sewing kit with safety pins
- ✓ Disposable gloves and small plastic bags

Activity Materials

- ✓ The Substitute Teacher Handbook
- ✓ Tangrams
- ✓ Bookmarks
- ✓ "Prop" (puppet, stuffed animal, etc.)
- ✓ Picture and activity books
- ✓ A number cube or dice for games
- ✓ Estimation jar
- ✓ Newspaper
- ✓ Timer or stopwatch

101 Ways to Say “Good Job”

Everyone knows a little praise goes a long way in the classroom. Whether it is spoken or written at the top of a student’s paper, praise reinforces good behavior and encourages quality work. But the same traditional phrases used over and over can sound rehearsed and become ineffective. Here are 101 variations of ways to give praise, show interest, and offer encouragement.

1. You’ve got it made.
2. Super!
3. That’s right!
4. That’s good!
5. You are very good at that.
6. Good work!
7. Exactly right!
8. You’ve just about got it.
9. You are doing a good job!
10. That’s it!
11. Now you’ve figured it out.
12. Great!
13. I knew you could do it.
14. Congratulations!
15. Not bad.
16. Keep working on it; you’re improving.
17. Now you have it.
18. You are learning fast.
19. Good for you!
20. Couldn’t have done it better myself.
21. Beautiful!
22. One more time and you’ll have it.
23. That’s the right way to do it.
24. You did it that time!
25. You’re getting better and better.
26. You’re on the right track now.
27. Nice going.
28. You haven’t missed a thing.
29. Wow!
30. That’s the way.
31. Keep up the good work.
32. Terrific!
33. Nothing can stop you now.
34. That’s the way to do it.
35. Sensational!
36. You’ve got your brain in gear today.
37. That’s better.
38. Excellent!
39. That was first class work.
40. That’s the best ever.
41. You’ve just about mastered that.
42. Perfect!
43. That’s better than ever.
44. Much better!
45. Wonderful!
46. You must have been practicing.
47. You did that very well.
48. Fine!
49. Nice going.
50. Outstanding!
51. Fantastic!
52. Tremendous!
53. Now that’s what I call a fine job.
54. That’s great.
55. You’re really improving.
56. Superb!
57. Good remembering!
58. You’ve got that down pat.
59. You certainly did well today.
60. Keep it up!
61. Congratulations, you got it right!
62. You did a lot of work today.
63. That’s it!
64. Marvelous!
65. I like that.
66. Cool!
67. Way to go.
68. You’ve got the hang of it!
69. You’re doing fine.
70. Good thinking
71. You are learning a lot.
72. Good going.
73. I’ve never seen anyone do it better.
74. That’s a real work of art.
75. Keep on trying!
76. Good for you!
77. Good job!
78. You remembered!
79. That’s really nice.
80. Thanks!
81. What neat work.
82. That’s “A” work.
83. That’s clever.
84. Very interesting.
85. You make it look easy.
86. Excellent effort.
87. Awesome!
88. That’s a good point.
89. Superior work.
90. Nice going.
91. I knew you could do it.
92. That looks like it is going to be a great paper
93. That’s coming along nicely.
94. That’s an interesting way of looking at it.
95. Out of sight.
96. It looks like you’ve put a lot of work into this.
97. Right on!
98. Congratulations, you only missed...
99. Super – Duper!
100. It’s a classic.
101. I’m impressed!

Low Cost/No Cost Rewards and Motivators

In the ideal classroom, all students would be intrinsically motivated to behave appropriately and work hard on every assignment. However, this is not usually the case. Many substitute teachers experience success in motivating classes by providing rewards throughout the day. The following are ideas for low and no-cost rewards and motivators.

Certificates - Photocopy blank certificates to be filled out and given to exceptional students, groups, or the entire class at the end of the day or as prizes for classroom activities.

Pencils and Paper Clips – Colorful variations of these school supply basics are well received at any grade level as contest prizes. They can often be purchased very inexpensively at discount and dollar stores.

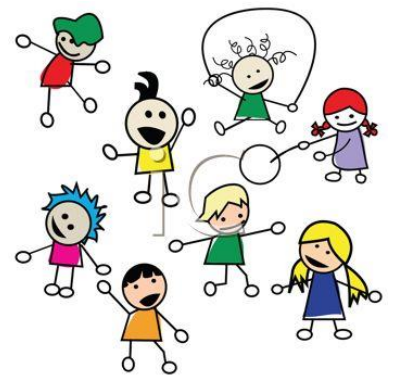
Stickers – These can be given intermittently throughout the day to students who are on task or placed on completed assignments to denote outstanding work.

Tickets – Throughout the day, students can be given tickets for being on-task, cooperating, and following directions. These good behavior tickets are then turned in for a drawing to win a special prize prior to going home.

Candy – Always a favorite, but be cautious when using it. Some students may have health conditions which do not allow them to enjoy this reward. In addition, many state health codes require that candy be commercially manufactured and individually wrapped. If you do give out candy in the classroom, be sure that the wrappers are disposed of properly.

Extra Recess Time – Being allowed five extra minutes of recess can provide tremendous motivation for many students. Be sure to check with the principal or neighboring teacher beforehand to make sure that this reward will not interfere with the schedule of anyone else in the school.

Privilege Cards – Individual students can be rewarded for good work or appropriate behavior with special privileges. You can make privilege cards that entitle students to things such as being first in line, getting a drink, being the teacher's assistant for an activity, choosing the end of the day activity, etc. When the student redeems the privilege, collect the card and put it back in your **Super SubPack** for your next assignment.



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Fun Activity – The promise of a fun activity later in the day can motivate students for hours. The activity might be a **Five Minute Filler** or **Short Activity** from this book, or any other activity you think they would enjoy. Remember, being “fun” is usually anything that is different from the routine of an ordinary day.

Story Time – One successful substitute teacher uses the promise of a story at the end of the day to motivate classes. She brings to school an old pop-up book about a dinosaur. At the beginning of the day, the word “DINOSAUR” is written on the board. A letter is erased each time the students are off-task or behaving inappropriately. At the end of the day if there is any of the word “DINOSAUR” still left on the board, they get to hear the story. Second-hand book stores are a good place to look for inexpensive books that your students will not have seen before.

Estimation Jar – Fill a jar with pennies, marbles, beans, or rubber bands. Recognize students who are on task, setting a good example, or working hard, by giving them a slip of paper to write their name and guess on. The more times they are recognized for good behavior throughout the day the more chances they will have to “guess.” At the end of the day, reveal the total number of items in the jar and award a prize to the student whose guess was the closest.

Talk Time – Middle school students really like moving to another seat and being allowed to sit and talk with friends during the last five minutes of class. To insure an orderly classroom, you may need to insist that students select their new seat and then not be allowed to get up until class is over. Elementary students also enjoy this activity while waiting to go to lunch or at the end of the day.



Notes for the teacher:

Establish rewards and motivators not as “bribes to be good” but as “goals” that students can work toward and achieve through good behavior and diligent effort.

I. The Primary Grades (K-2)

1. Children in this age group tend to be eager to please and will frequently do what you ask. Being positive and using praise will generally win students' cooperation. For example, "I like the way that Sarah is lining up for recess."
2. Primary-level children typically have strong developmental needs for activity and social interaction. They also have a limited attention span. Adjust your teaching to short lessons (15-20 minutes) and permit children to move away from their desks periodically throughout the day. Allow for quiet talk, and encourage student participation in the lessons you are teaching.
3. Remember that most children in this age group are not able to read and write fluently. Adjust your expectations so that children are able to be successful by answering questions orally.
4. Children at this age move slowly in completing some psychomotor tasks. Shoes may be slow to be tied, zippers slow to be zipped, and so on. So, when you need to get your class somewhere, allow extra time to meet this developmental need.
5. Kindergarten to second-grade students can be very sensitive about multiple issues including fears about weather (thunder in particular), disagreements with friends, and forgetting their schoolwork.
6. Be patient, sensitive, and creative with this age group. Encourage and support their developing independence. Allow them, as much as possible, to do for themselves.
7. Attempt to keep your schedule as close to the normal routine as possible. This age group notices and responds to change and will be quick to tell you, "We did not do our morning news this morning."
8. Remember how young these children are. Students this age love a good storyteller or book. Reading to them consequently offers you an excellent way to connect with them emotionally.

II. The Lower Grades (3-5)

1. Most children in this age group can read and write, even though there may be wide variations in their abilities. Students will be sensitive about their abilities, so do not call public attention to their mistakes. They will quickly lose interest if discouraged or unable to perform an assignment.
2. Children in Grades 3 to 5 can be depended upon to answer questions you may have about classroom procedures, trips to the office, and other classroom routines. Still sensitive to changes in routine, they may inform you that Ms. Kramer (the regular teacher) “doesn’t do it that way.”
3. At these grade levels, most students work well in small groups and enjoy the structured time to interact with their peers.
4. This age group is sensitive to criticism, especially any form of public criticism. Speak to children quietly and individually if you have concerns about their behavior.
5. You can be somewhat flexible with your use of instructional time and prolong a class session if warranted by student involvement. For example, these students often love a good discussion.
6. They *generally* are well behaved, respect authority, and follow the rules. Smile and use positive reinforcement throughout the day, as this age group enjoys adult attention and still wants to please them.
7. Treat these children as young learners, but not young children. They do not like being “talked down to.”
8. Answer honestly but simply the questions these children ask of you.
9. Whenever possible, use the students’ names. Consider using name cards or name tags, as a “name” makes a relationship that is immediate and positive.
10. Attempt to make your directions for lessons as clear and simple as possible. “Confusion” is one of the easiest ways to lose control.
11. Even though they look and act older, they still enjoy being read to, brain teasers, puzzles, and art activities. Consider having some of these activities with you to pull out in the course of a school day in Grades 3 to 5.

III. The Upper Grades (6-8)

1. Students in Grades 6 to 8 often experience some of the greatest physical growth of their childhood years. The rate of growth, however, is uneven. You will see a wide variety of heights and weights in both girls and boys. You may see an awkwardness in physical movement because of these differences. These students are often self-conscious about their physical changes.
2. Maturity levels vary considerably with children in this age group. Often there will be teasing between the boys and girls. They can have changeable moods and can be uncooperative. Use a sense of humor and avoid being negative.
3. This age group is very conscious of the opinions of their peers. Some students may want to impress their friends rather than be cooperative for a substitute teacher. They have a strong desire to “belong.”
4. Be clear, firm, and consistent with your expectations for behavior. They know that they need to cooperate, and they will feel safer in a room where the adult is in charge.
5. Encourage small-group activities. Feel free to assign specific roles and tasks so they know they are accountable. Allow them to periodically move away from their desks to get academic information or interact with each other, as it meets their need for physical movement.
6. Children in Grades 6 to 8 can be quite opinionated. Structure discussions for them to share their thoughts, but be prepared to ensure that interactions are respectful.
7. These students still enjoy having a book read to them. Be sure, however, to have their attention before you begin. If you are on a short-term teaching assignment, read a high-quality picture book for older students. If you are on a long-term assignment, read a chapter from a novel for this age group. The school librarian can help you select quality literature that works well with students in this age group.
8. Be as academically prepared as you can for the different subjects you teach. This will enable you to respond confidently to students’ questions. Remember, however, that you do not need to know it all. These students respond positively to a teacher who models being an enthusiastic learner.

IV. High School (9-12)

1. Significant physical growth is also characteristic of students in Grades 9 to 12. These young people are also beginning to mature sexually. They tend to be very conscious of their physical size and attributes. It is important that you project an accepting attitude, making sure to avoid any comments that draw attention to physical characteristics.
2. High-school-age students are experimenting with their adult selves as they transition from adolescence to adulthood. In one respect, they are developmentally similar to toddlers in that they want to be dependent and independent at the same time. Make special efforts to communicate respect for their points of view. Treat them like adults, and they often will respond in an adult manner. Treat them like children, and they often will respond in an adult manner. Treat them like children, and they often will respond in a childish manner.
3. You may encounter a “know-it-all” attitude from some students who want to challenge your knowledge. Respond with the understanding that this behavior is a developmental issue and not intended as a personal affront. Avoid public confrontations or debates with such students, as this is often their goal.
4. Differences in academic motivation are particularly noticeable in this age group. Be prepared to encounter self-motivated and highly committed students who take school very seriously. Also know that you will experience other students at the opposite end of the continuum, often in the same classroom. Treat students from both groups respectfully.
5. Secondary content is highly specialized. If you find yourself assigned to teach subject matter you do not know, inform students that you don’t “speak French” and proceed to help them in the ways suggested by the teacher. Despite your lack of subject-matter expertise, you still can have a positive influence.
6. You can project a sense of respect for these students by creating an accepting classroom environment. Be willing to negotiate with these students so that they feel you are sensitive to their personal and academic needs.
7. Despite their posturing, most students in this age group want to have an adult that is in charge of the classroom. Know the classroom rules and be fair and consistent in interacting with the students.

A Checklist On Discipline For Substitute Teachers

	Usually	Sometimes	Never
1. I get students' attention before giving instruction(s).			
2. I wait for students to attend rather than talk over chatter.			
3. I quickly get students on task.			
4. I give clear and specific instructions.			
5. I set explicit time limits for task completion			
6. I circulate among students at work.			
7. I hold private conferences/conversations during class.			
8. I model courtesy and politeness.			
9. I use a quiet voice in the classroom.			
10. I use the "soft reprimand" rather than raise my voice.			
11. I use a variety of cues to remind students of expected behavior.			
12. I teach students my cues for gaining their attention.			
13. I am aware of the effects of my dress, voice, and movements on the students' behavior.			
14. I use students' names as low-profile correctors of inattention.			
15. I use proximity to improve classroom control.			
16. I communicate positive expectations of good behavior to students.			
17. I am aware of school and classroom rules.			
18. I refuse to threaten or plead with students.			
19. I consistently follow through with consequences to enforce rules.			
20. I respond to behaviors I like with specific, personal praise.			
21. I use nonverbal, social, and activity reinforcers.			

Student-Centered Instructional Strategies

The following instructional strategies can be effective tools for promoting **student-centered learning**. Such strategies place the teacher in the role of facilitator or guide rather than content knowledge expert, making them excellent choices when a substitute teacher is confronted with unfamiliar subject matter, or situations when there are no lesson plans. Such strategies promote student thinking and are effective tools employed by veteran teachers.

Prior to providing a brief explanation of each of the strategies, consider the following important guidelines for facilitating student-centered learning activities:

- First, remember that none of the following activities will be successful if they are presented in a negative or coercive manner. Approach students with an inviting and respectful attitude and you have a fighting chance that they will engage the activity.
- Remember that you must communicate to students that you are interested in their thinking. When students are working in groups, for example, circulate around the room monitoring their performance.
- While monitoring, look for opportunities to encourage or praise students for their efforts. Use specific, public, praise for groups that are on-task and following the instructional procedures.
- Express your own intellectual curiosity by raising questions that communicate your interest in the subject matter being explored. If you do so in a genuine manner, students will usually respond in a positive fashion. In short, model being a learner!
- Whenever possible, collect an artifact from each student that provides evidence of their thinking. Such documents help the regular teacher understand what took place in his or her absence and may provide interesting insights into the students' understanding or misunderstanding of the material.

1. **Expert Panel.** In this student-centered strategy, students elect three to five classmates to serve as experts on the subject matter being studied. To avoid embarrassing students, use a secret ballot approach, asking each student to make three nominations. Collect the ballots and ask a student or two to assist you in doing a quick tally to determine the students' preferences for the panelists.

Next, ask the nominees to serve on the panel. Invite and encourage the nominees to participate. Do not force students to serve as a panelist if they resist. Once the panel is set, encourage and facilitate the class to ask the expert panel questions about areas of knowledge or skill development they do not clearly understand. Panelists may choose to respond by explaining or demonstrating.

2. **Debate.** This strategy is particularly effective in subjects such as language arts and social studies where interpretation, analysis, and informed judgments are valued processes. After some initial questioning to determine if there are areas of significant disagreement about a particular event, subject, reading, or issue, ask students to take 5 to 10 minutes to draft a personal position statement on the topic.

Next, divide the class into two camps and serve as a facilitator for the debate. It is important that you (with the students' help) identify three to four rules or procedures that will govern the debate. If the issue does not divide the class equally, ask for a smaller group of volunteers to represent each position and then have the rest of the class process the debate by making notes on the key points made by each side. Consider collecting these papers at the end of the period as evidence of the students' involvement. For an interesting twist, require students to argue the position that opposes their point of view.

3. **Demonstrations or Performances.** Subject matter such as mathematics, writing, speech, and dramatics, to name a few, lend themselves well to physical demonstrations that can be helpful to the participants as well as the observers. One goal of this type of instructional approach is to encourage students to “think about their thinking.” Once you have identified a skill that can be demonstrated, ask for volunteers who would be willing to demonstrate that skill for their peers.

After a demonstration has been completed, facilitate the rest of the class in asking questions of the student who demonstrated or performed. It is important to help students understand that they are not to criticize or judge, but rather to ask questions of the performer that will help clarify their own thinking or the thinking of the performer.

4. **Dyad Interviews.** The purpose of this instructional strategy is to foster dialogue and reflection between two-student teams, or *dyads*. Prior to structure the dyads, give students 5 to 10 minutes to work independently to construct three to five interview questions they would like to ask a classmate regarding the material they are studying. Depending on the age of the students, you might want to explain that this is a common task that journalists and researchers do as part of their work. Depending on the subject matter, the questions may be designed to discover how another student feels about a particular reading or film the class has recently studied. In other cases, questions are structured to help the interviewer understand a particular aspect of subject matter that is confusing or challenging. Instruct the students to record the questions on a piece of loose-leaf paper that you will collect at the end of the activity.

Substitute Teacher Report

To be left for the Permanent Teacher

Substitute: _____ Date: _____
Phone Number: _____ Class: _____
Substituted for: _____ School: _____

Period	Notes about lessons	Notes about students
1		
2		
3		
4		
5		
6		
7		
8		

Messages for the permanent teacher:

Please let me know any areas you feel I can improve, to be a better substitute to you.

Substitute Hints & Suggestions

1. Know the teacher next door. Introduce yourself at the beginning of the day so you will have someone to answer questions about schedules or material for the class.
2. When students need to go to the restroom or the library, send only one student at a time. When the first one returns, a second one may go. Have students sign out when they leave and sign in when they return so you'll always have a record of where they are and how long they've been gone.
3. If there is no seating chart left by the teacher, quickly make one. It is much easier to maintain discipline when you can call a student by name.
4. If a student doesn't respond when you call them by name, you may suspect the students have switched seats. Let them know it is better to have the correct names so the wrong student doesn't get in trouble and reported to the permanent teacher.
5. Do not let students start any name calling or being rude to other students. It is much easier to stop a disagreement at the talking stage before students begin pushing and fighting.
6. Try to be in the hall between classes. It is a good idea to stand in the doorway so you can keep one eye on the hallway traffic and one eye on the students coming into the classroom. If the students see a teacher, they are less likely to behave inappropriately.
7. Have a couple of extra pens or pencils with you for those who have "forgotten" and would rather go to their lockers and walk the halls than be in class.
8. If you let students borrow pens and pencils, ask for a student I.D., driver's license, or something of value to hold as collateral until the borrowed item is returned. Otherwise, students may "forget" and leave class with the borrowed item.
9. Include in your report to the permanent teacher the names of students who were particularly helpful.
10. Never let a class go early for lunch or the next class unless the permanent teacher or the teacher next door says it is okay. Some schools have very strict rules about the number of students in the cafeteria or the halls at a time.
11. Never let a student have a pen without an ink cartridge. It possibly will be used as a spit ball thrower.
12. Make your rules and expectations very clear at the beginning of the class.
13. Do not let the students use the phone in the classroom. Have them use the phone in the office.
14. Do not discuss the teacher's class with other people, especially out of school. You are a professional and shouldn't discuss individual students or problems.
15. If you need to talk to someone about a problem, talk to the principal.

16. Be neat in your appearance.
17. Always follow the lesson plan the permanent teacher has left. Incorporate your own ideas if there is extra time.
18. Correct the students' work for the day if possible.
19. Don't let students draw you off task with personal questions.
20. Most students will acquiesce to your leadership, but there will be some who will question your plans or authority. It is better not to argue. Instead say, *"I know this may not be the way Mr. Smith does it, but this is the plan for today."*
21. If you are not sure how the teacher wants an assignment done, ask another teacher or develop your own plan. Then be sure to leave a note for the permanent teacher explaining what you did.
22. Be assertive, so the students don't feel they can manipulate your decisions and authority. You can use statements such as:
 - I need you to start reading now.
 - I want everyone to pass their papers forward.
 - I expect...
 - I have decided...
23. Don't let the students manipulate you by protesting or saying, *"We never do that!"* Just tell them, *"I understand, but for today we will read aloud instead of silently."*
24. Walk around the room. Don't just sit by the desk, especially during independent work, or a test. Students will be less likely to talk or cheat if you are moving around the room.
25. Don't let students wear hats during a test. Some have been known to write answers in the brim.

Substitute Teacher Report

Substitute:	_____	Date:	_____
Phone Number:	_____	Grade:	_____
Substituted For:	_____	School:	_____

Notes regarding lesson plans:

I also taught:

Notes regarding behavior:

Terrific helpers:

Students who were absent:

Messages for the permanent teacher:

Please let me know of any areas you feel I can improve, to be a better substitute for you.



First Aid

Most classroom and playground accidents should be handled with common sense. Students who are injured should be sent to the office where a school nurse or secretary can administer first aid. Don't fall into the "band-aid" or "ice" trap, where students are continually asking to go to the office of ice or band-aids for fake injuries. In the event of a severe injury, **do not** move the student. Remain with the student, send another student or teacher for help, and try to keep the other children calm.

You should never give medication to a student, not even aspirin. If a student requires medication, it should be administered through the school nurse, secretary, or other designated medical personnel.

Learn how to handle situations involving blood and other bodily fluids. Listed below are the OSHA Universal Precautions for dealing with these situations. Contact the school district to find out their specific policies and procedures which should be followed.

OSHA Universal Precautions for Handling Exposure to Blood/Bodily Fluids

1. All blood/bodily fluids should be considered infectious regardless of the perceived status of the individual.
2. Avoid contact with blood/bodily fluids if possible. Immediately notify the school nurse, administrator, or his/her designated first aid person.
3. Allow the individual to clean the injury if possible.
4. If it is not possible for the individual to clean the injury, disposable gloves should be worn. Gloves are to be discarded in a designated lined bag or container.
5. Clothing that has been exposed should be placed in a plastic bag and sent home with the individual.
6. Upon removal of gloves, hands should be washed thoroughly with warm water and soap.
7. Surfaces contaminated with blood/bodily fluids should be cleaned thoroughly with disinfectant. The cleaning should be completed by the custodian, administrator, or his/her designated individual responsible for clean-up.

As a general rule: ***Do not touch a student who is bleeding even if you use gloves.*** For example, if a student has a bloody nose or cut knee, hand them the box of tissues or paper towel, and instruct them to hold it on their wound, then send them to the office or infirmary for further care. Students who are bleeding should not be allowed to participate in class activities until the bleeding has stopped and the wound has been cleaned and completely covered.



First Aid

- Handle accidents with common sense.
- Only the school nurse or other designated personnel should administer first aid including dispensing medication.
- Do not move a severely injured student.
- Learn school district policy for handling situations involving blood/bodily fluids.
- Always remain with the class and send a student or another teacher to get help when needed.

Advice from School Nurses for Substitute Teachers

*Berks County Intermediate Unit
Reading, PA*

1. Do not dispense medication (prescription or over-the-counter) to any students. Send them to the office or school clinic where they will have a record of the written permission to give the student the medication, the prescribed amount, and a system for recording the times and dosage administered.
2. Refer all students with injuries (even minor ones) to the office so the normal school procedures can be followed. In an emergency, you may need to escort the student to the office. Or, in a less serious situation, have another student accompany the injured child.
3. Carry to school each day a pair of disposable gloves that are waterproof and made of either latex or vinyl, in the event of an emergency that requires you to come in direct contact with a student's injury.
4. Always wear protective gloves when you come in contact with blood, bodily fluids, and torn skin, or when handling materials soiled with the same.
5. If you come in contact with bodily fluids from a student, throw your gloves away in a lined garbage can. Better yet, first seal the soiled gloves in a small plastic bag before depositing them in the trash. Wash your hands for 10 seconds with soap and warm water after you remove the gloves.
6. Encourage students to wash their hands before meals and when using the restrooms to reduce exposure to germs.
7. Do not allow students who are bleeding to participate in class until the bleeding has stopped and the wound has been cleaned and completely covered.
8. Check with the school office when there is a student injury. Some schools may require that you complete an accident report form. If so, leave a copy for the permanent teacher, and keep one for your records.
9. Prevention is the most important antidote for medical emergencies. Always stay with the students. Contact another adult if you need to leave the students at any time. If you have recess duty, walk around the playground being proactive about potentially dangerous behavior. Remember, you are the adult in charge.

Legal Aspects of the Job

An overall consideration when substitute teaching is your legal responsibility in the classroom and school. The following are some legal responsibilities you should be aware of. An understanding of these responsibilities will require some questioning on your part as to specific school/district policies.

- **Supervision of Students** – The substitute teacher who has physical control of a classroom has a duty to keep these children safe and orderly. In many states, a teacher acts *in loco parentis* – in the place of a parent – and is allowed to use his/her judgment in a manner similar to a parent. The standard is the reasonable use of professional judgment for the safety and orderly education of students.
- **Due Care and Caution** – A teacher is required to exercise due care and caution for the safety of the students in his/her charge. Essentially, this means acting reasonably and with safety in mind, being able to explain circumstances and your actions, as well as following school safety policies and procedures.
- **Release of Children** – Due to possible restraints on who may have custody of a child, children should not be allowed to leave the building during the school day without express consent from the office.
- **Administering of Medication** – Medication should only be administered by the school nurse or other appropriate health personnel, not the classroom or substitute teacher. If you know of medication requirements of a student, the health professional should be notified.
- **Confidentiality** – It is unprofessional and against the law in many states to disclose confidential information about your students. Generally, a substitute teacher should avoid comments about individual students that convey private information: grades, medical conditions, learning or discipline problems, etc.
- **Anecdotal Records** – Maintaining notes on particular incidents in the classroom can protect you in problematic situations. If you feel that your actions might be questioned, note the date and time, the individuals involved, the choices for action considered, and the actions taken.





Notes

Advice from Students

- Trust us.
- Be fair to everyone.
- Punish only the troublemakers.
- Make learning fun.
- Give us our assignment and let us go to work.
- Allow study time in class.
- Show concern and be willing to help with assignments.
- If I raise my hand, don't ignore me.
- You can be both strict and nice.
- Don't yell.
- Be straightforward with us.
- Be organized.
- Speak quietly and be patient.
- Give us something to work towards.
- Leave your personal life at home.
- Think positively of every student.
- Speak clearly
- Be reasonable in your expectations.
- Have a sense of humor.
- Follow through with promises and consequences.

Figuring Out Discipline Problems: 21 Questions

1. Is the work too hard or too easy?
2. Do I build good personal relationships with students?
3. Do I maintain good momentum in lessons?
4. Do I manage time and space well?
5. Do I make appropriate attention moves and make them promptly enough?
6. Is my instruction confusing to some students?
7. Do I vary instructional format and materials enough to avoid students being bored?
8. Are the rules and consequences clear and specific enough both to me and to the students?
9. Do I communicate expectations in a way that is:
 - Direct
 - Specific
 - Repeated
 - Shows positive expectancy (both “you can” and “you will”)
10. Are the consequences logical rather than punitive?
11. Do I have a range of consequences rather than one rigid response for every transgression?
12. Do I deliver consequences in a way that is
 - Consistent and tenacious
 - Prompt
 - Matter-of-fact
 - Indicates student choice
13. Do I take sufficient time and care at the beginning of the year to establish all of the above?
14. Do I have high enough expectations for behavior no matter what the students’ backgrounds?
15. Do I refuse to accept excuses?
16. Do I give students a real and legitimate sense of control, influence, responsibility, power in class life?
17. Do I recognize and reward responsible behavior effectively?
18. Do I explicitly build community in the class (knowledge about, appreciate of, cooperation with one another)?
19. Are there physical reasons (hearing/vision loss, organic hyperactivity) for this behavior?
20. Is there a value or culture clash between teacher and students (or among students) that is behind the behavior?
21. Do the students know how to do what I’m expecting of them?

Source: Saphier, J. & Gower, R. (1997). *The Skillful Teacher: Building Your Teaching Skills*. Acton, MA: Research for Better Teaching, Inc.

Student-Involved Learning Strategies

Think Pair Share. Students are asked to think about an issue. Following this, they pair with a colleague and share their collective thoughts.

Write Pair Share. Students respond in writing to a reflective question. Then they pair with another student and share what they have each written.

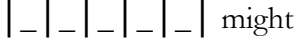
Write a Commercial. This task requires students to summarize what they have learned in class by writing a television or radio commercial for it.

1-2-4 Activity. Each student first does a task alone, such as reading one of several quotes. Then, each student pairs with someone else, and the two discuss their interpretations of the quote as they read. As a pair, they then meet with another pair of students and, as a foursome, discuss their collective reactions, reflections, and interpretations of their readings.

Reciprocal Teaching. After a section of content has been presented, students form groups of two by counting off by As and Bs. Each A reviews or teaches B the first part of what was presented by the teacher, providing explanations or sketches to enhance the dialogue. Each B summarizes for A the second portion of what was read. Then, collectively, the two fill in any “blanks” that either one had omitted. This strategy is also referred to as *each one teach one*.

Create a Model. As the name implies, students are invited to construct models to depict their understandings of concepts. For instance, one teacher had students build DNA models.

Crossword Puzzles. Puzzles provide a gamelike way to review content and vocabulary. Several software programs create crossword puzzles specific to a desired content area and related vocabulary.

Graphic Organizers. These are tools that enable students to visually depict information about content, relationships, or events. They can range from simple to complex. For example, a *T chart* can be used to represent strengths or weaknesses of an argument given in the course of a debate. A *Y chart* can be used to describe what an individual demonstrating perseverance might look like, sound like, or feel like. Graphic organizers can visually display *sequence*. For example,  might be used to chronicle a series of events leading to the Civil War. Or, a *descriptive pattern* could be used to organize facts or characteristics associated with a particular person, place, event, or thing. In this case, one might draw a circle with spokes that had circles at each end in which to note details.

Source: Robbins, P., Gregory, G. & Herndon, L. (2000). *Thinking Inside the Block Schedule: Strategies for Teaching in Extended Periods of Time*. Thousand Oaks, CA: Corwin Press, Inc.